ACADEMIC LEVEL SURVEY
Learning Analytics: Assisting Universities with Student Retention

1. Consent to Participate in the Survey (full question wording is in the online survey)

Yes

No

Questions about Role and Experience

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2. Which of the following best describes your primary work role?

Please select one response.

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The term **'Student Support'** refers to the various services that support students with non-academic issues. Examples of services might include counselling, financial support services, careers advice and similar.

Teaching Students

Learning Support

Student Support

Research

Management/Administration

Other (please write in the space provided)

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3. At what academic level are you primarily employed?

If you have multiple jobs with different levels, please select the level for the job in which you spend the greatest proportion of your time.

Associate Lecturer/Tutor

Lecturer

Senior Lecturer

Associate Professor

Professor

Other (please write in the space provided)

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4. On what basis are you primarily employed?

If you have multiple jobs with different levels, please select the one for the job in which you spend the greatest proportion of your time.

Casual

Part-Time

Full-Time

Consultant

Other (please write in the space provided)

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5. For how many years have you worked in the sector and for how many years have you worked for your current institution?

Please select one response per row. If you work for multiple institutions use the one that you consider to be your main employer.

	Less than 18 months	18 months to 5 years	5-10 years	10-20 years	More than 20 years
Working in the Higher Education Sector					
Working at your Current Institution					

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6. What is the brand (or provider) name of the Learning Management System used by your institution?

If more than one Learning Management System is used please indicate the one which you use the most.

    Blackboard
    Brightspace (Desire2Learn)
    Moodle
    Canvas
    Sakai
    My institution does not currently use a Learning Management System
    Other (please write in the space provided)

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7. Do you teach students? If so, in what discipline?

Please select one option.

You can either nominate a broad discipline or type the course/program name. If necessary you can write multiple disciplines.

    No
    Yes (please indicate discipline or program in the space)

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8. In what modes do you teach?

Please select one response that best describes you.

    I teach only internally enrolled (on-campus) students
    I teach only externally enrolled (distance or off-campus) students
    I teach a mix of internally and externally enrolled students
    Other (please write in the space provided)

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9. What broad teaching activities do you conduct within the Learning Management System?

Please select all responses that apply.

    I don't use the Learning Management System for my teaching
    Provision of learning materials and resources
    Assessment submission and feedback
    Learning focused interactions between myself (or other lecturers/tutors) and students
    Learning focused interactions between students
    Other

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10. What tools or utilities outside the Learning Management System do you use for online teaching?

Please select all responses that apply.

    I don't use tools or utilities to teach outside the Learning Management System
    Website hosted by my institution
    Website hosted externally
    Social Media Apps (space is available in online survey to list)
    Mobile Apps (space is available in online survey to list)
    Other

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11. What online teaching activities do you conduct <u>outside</u> the Learning Management System?

Please select as many responses as appropriate.

  Assessment tasks
  Providing access to learning materials
  Learning focused interactions between myself (or other lecturers/tutors) and student
  Learning focused interactions between students
  Other

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12. Do you have anything to add about how you conduct online teaching that impacts on where and how learner data is collected and stored?

Please use the space provided.

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13. Which of the following sources of data relating to the student journey do you have at least some access to?

Please select all responses that apply.

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The term **'Student Support'** refers to the various services that support students with non-academic issues. Examples of services might include counselling, financial support services, careers advice and similar.

Data from the Learning Management System
Data from the Student Information System
Data from the Library
Data from Student Support services
Data from Learning Support services
None of the above
Not Sure
Other (please write in the space provided)

14. From which, if any, of the following sources can you access data that is integrated with data from the Learning Management System?

Please select one response.

For this purpose **'integrated'** is where data captured in different places is merged to a single virtual location where it can be viewed and analysed.

For example: you are a teaching staff member and you want a breakdown of the home location of students that haven't completed a specific assessment item. Achieving this is likely to require Learning Management System and Student Information System data to be integrated.

Student Information System
Library
Student Support services
Learning Support services
None of the above
Not Sure

15. To the best of your current knowledge, what is the status of the following learning analytics resources at your institution?

Please select one response per row.

For this purpose it is not important whether the resources are stand-alone or significant sections within other documents, we are primarily interested in whether they are available in some form.

	Development not yet commenced	Currently under development	Complete but not made accessible to me	Complete and accessible to me	Not Sure
Learning Analytics Strategic Plan or similar					
Learning Analytics Policy or similar					
Learning Analytics Procedures or similar					
Learning Analytics Good Practice Guidelines or similar					

16. In what types of learning analytics related activities are you, or have you been, involved?

Please select all responses that apply.

- Using learning analytics to help with analysis and decision making
- Reading about learning analytics for my own professional development
- Attending conferences/presentations/training specifically to learn about learning analytics
- Conducting formal research and/or publishing work on the topic of learning analytics
- Being part of the group that is leading learning analytics at my institution
- Advocating for the use of learning analytics to colleagues (this might be formal or informal)
- Delivering training on the use of learning analytics
- Other

17. With whom and how frequently do you discuss learning analytics?

Please select one response per row that is closest to your level of discussion. There is space to add a couple of other relevant groups in if you wish.

In this context **'Learning Support'** refers to a service which is specifically designed to work with students on academic issues (e.g. tutoring, student progression, academic literacy, study skills and the like).

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	Daily or almost daily	About weekly	About fortnightly	About monthly	Less frequently than monthly	Never
Students						
Teaching staff						
Learning support staff						
Student support staff						
Course/Program Co-ordinator						
School or Faculty Management						
Staff from the central Learning and Teaching group						
Institutional management						
Colleagues in communities of practice						
Other (space provided)						

18. How interested are you in the following applications of learning analytics that can be linked with student retention and success?

Please select one response per row.

	No interest	A little interest	A lot of interest	Very high interest
Students monitoring their own progress and identifying actions they could take				
Identification of at risk students with a view to staff proactively responding to address the risk				
Identification of positive student progression with a view to providing an affirmation/reward type response				
Teaching staff evaluating their own teaching practice				
Program teams evaluating and improving curriculum				
Institutional management evaluating teaching practice				
To assist with making decisions about which students to admit to the institution				
To assist with identifying potential initiatives to promote student retention (e.g. mentoring, student support etc.)				
Contributing to the broad knowledge base about how effective learning can occur				

19. Given that learning analytics is about using data to help improve learning, what data are you most interested in accessing and exploring?

Please write in the space provided. The examples can be as narrow or broad as you like.

20. What does your institution need to do so that you can access and explore the data you are interested in (e.g. access to data, training)?

Please write in the space provided.

21. What data sources do you use to identify at-risk students in relation to retention?

Please select all options that apply.

In this context **'Learning Support'** refers to a service which is specifically designed to work with students on academic issues. For example: tutoring, student progression, academic literacy, study skills and the like).

The term **'Student Support'** refers to the various services that support students with non-academic issues. Examples of services could include counselling, financial support services, careers advice and similar.

    Learning Management System
    Student information System
    Learning Support
    Student Support
    Library
    Teaching tools or utilities outside the Learning Management System
    Data from other sources but I am not sure what they are called
    Directly asking students that I teach if they are having any issues that might impact on their retention
    Students self-reporting that they are having issues that might impact their retention
    I am notified by a specialist team within the institution that has their own retention monitoring processes
    I consult data from other sources (please write in the space provided)
    I don't take any action to identify students with retention related risks
    Other

22. In terms of identifying at-risk students, which indicators do you consider?

Please select all options that apply.

    Learning Management System access patterns (e.g. logging in)
    Time spent in Learning Management System
    Use of communication tools (e.g. discussion board)
    Materials or resources access patterns (e.g. opening readings)
    Task completion
    Attainment of certain grades
    International student status
    Repeat student status
    Home language
    First in family to enrol in Higher Education
    Socio-economic status
    Birth country
    Academic pathway (basis for entry)
    Aboriginal and Torres Strait Islander Status
    English proficiency
    Not Sure
    Other

23. Where applicable, what threshold values do you use to identify retention-related risk?

Please use the space provided to provide as many examples as you feel comfortable.

The previous question focused on broad variables, for this question we are interested in actual threshold levels (e.g. not logging in for 2 weeks or getting below 55% on an assignment)

24. Do you have a systematic response when students fall within identified risk thresholds?

Please select one response.

A **'systematic response'** is one in which a defined action or sequence of actions are consistently applied in response to a risk marker or threshold.

A **'risk threshold'** is a chosen value on a risk variable which is considered a good indicator of retention risk (e.g. not logging in to the Learning Management System for two weeks)

 No
 Yes, for some thresholds
 Yes, for all thresholds

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25. Which of the following actions are part of the systematic response?

Select all that apply.

 Automated emails to at-risk students
 Manual emails to at-risk students
 Telephone calls to at-risk students
 Automated referrals to specific resources or services designed to assist at-risk students
 Manual referrals to specific resources or services designed to assist at-risk students
 Formal request for interview with at-risk students (compulsory attendance)
 Offer of consultation with at-risk students (non-compulsory attendance)
 Acknowledgement of positive progress (for example: certificate, letter and/or reward)
 Others

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26. Which, if any, specific groups are you specifically targeting for improved retention?

Please indicate which groups in the space provided.

This may be a personal choice, a group strategy or managerial directive. For this purpose the reason is not important.

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27. Do you have anything further to add about the way in which you are involved in promoting student retention and success?

Please use the space provided.

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28. What professional development (PD) in learning analytics has been provided by your institution and what has been your attendance?

Please select one response in each column in each row.

Please note this question is adapted slightly from the actual questionnaire due to formatting differences in the mock-up program and Qualtrics.

	Offered	Planned offering	Have attended	Would attend	Would choose not to attend
Overview of institutional plan for learning analytics use					
Introduction to learning analytics concepts and applications					
Training about accessing data					
Training about interpreting and analysing data					
Training about responding to data					

29. Overall how would you rate your institution at meeting your needs and expectations in relation to the following aspects of learning analytics?

Please select all that apply.

	Very Poor	Poor	Fair	Good	Very Good	Not Sure
Provision of professional development about learning analytics						
Opportunities to provide feedback about learning analytics implementation						
Provision of information about how learning analytics is being used						
Provision of information of information about how learning analytics use will affect me						
Ease of learning analytics data access						
Relevance and comprehensiveness of data that I can access						
Ease of visualisation and interpretation of data (user friendliness)						

30. Do you have concerns about any ethical issues related to Learning Analytics?

Please select one response. The next two questions will follow up on these concerns.

Yes
No
Not Sure

31. What level of concern do you have about any of the following Learning Analytics issues?

Please put one response per row.

	No Concern	Small concern	Medium concern	High concern	Very high concern	Not Sure
Ownership of data						
Consent to access data						
Duty to respond to risks identified by the data						
Use for performance management						
Data security						
Workload changes						
Profiling of students						
Transparency about how and why learning analytics are being used						
Training and professional development						
Accreditation and authorisation of users						

32. Are there any ethical concerns you have that have not yet been covered or that you would like to expand on?

Please use the space provided.

33. What, if any, ethical principles do you think should guide the use of Learning Analytics?

Please use the space provided.

34. Do you have anything you would like to add about any of the topics in the survey?

Please write in the space provided.

35. FINAL QUESTION (If you have left some questions to go back to you should go back from here before submitting this question)

As part of our project we are interested in conducting qualitative interviews to expand on some of the innovative thinking and practical work being done with Learning Analytics. Please respond below as to whether you would consider being interviewed (we will provide further details when we contact you).

Not interested
Interested